

RECEPTION LONG TERM PLAN

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dates	04.09.23-27.10.23 (8 weeks)	06.11.23-19.12.23 (6 weeks & 2 days)	03.01.24-16.02.24 (6 weeks & 3 days)	26.02.24-28.03.24 (5 weeks)	15.04.23-24.05.23 (6 weeks)	03.06.23-23.07.24 (7 weeks & 2 days)
<b>General Themes</b>						
Reception	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
<b>NB: These themes may be adapted at various points to allow for children's interests</b>						
	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p>					

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**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

**(EYFS Statutory Framework)**

*PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

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<b>General Themes</b>	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
<b><u>Texts</u> Suggested texts linked to topic</b>	<p>The Colour Monster Goes to School</p> <p>Ruby's Worry</p> <p>I Like Myself</p> <p>Have you Filled a Bucket</p> <p>The Gruffalo</p> <p>Owl Babies</p> <p>Leaf Man</p> <p>Stickman</p> <p>Little Red Riding Hood</p>	<p>Room on a broom</p> <p>Winnie the Witch</p> <p>Whatever Next</p> <p>Look Up</p> <p>How to Catch a Star</p> <p>Little People, Big Dreams - Neil Armstrong</p> <p>The Jolly Christmas Postman</p> <p>The Nativity</p>	<p>The 100 Decker Bus</p> <p>The Snail and the Whale</p> <p>Things That Go</p> <p>Naughty Bus</p> <p>Big Book of Boats</p> <p>The Everywhere Bear</p> <p>Little People, Big Dreams – Amelia Earhart</p>	<p>Giraffe's Can't Dance</p> <p>The Ugly Five</p> <p>Monkey Puzzle</p> <p>There's a Tiger in the Garden</p> <p>The Tiger Who Came to Tea</p> <p>Oi Frog</p> <p>Tadpole's Promise</p> <p>What the Ladybird Heard</p>	<p>Zog</p> <p>Zog and the Flying Doctors</p> <p>Jack and the Beanstalk</p> <p>The Princess and the Wizard</p> <p>Hector and the Big Bad Knight</p> <p>How to Catch a Dragon</p>	<p>Little People Big Dreams - David Attenborough</p> <p>Steven Hawkins</p> <p>Captain Tom Moore</p> <p>Marie Curie</p> <p>Martin Luther King</p> <p>King Charles</p> <p>Marcus Rashford</p> <p>Malala Yousafzai</p> <p>Greta Thunberg</p>

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<p><b>Special Occasions</b></p>	<p>Random acts of kindness  Harvest 01-23.10.23</p>	<p>Halloween 31.10.23  Guy Fawkes / Bonfire Night 05.11.23  Remembrance Day 11.11.23  Diwali/ Festival of Light 12.11.23  Christmas Celebrations - Nativity</p>	<p>Valentine's day 14.02.24  Lunar New Year 10.01.24  Shrove Tuesday 13.02.24</p>	<p>Mother's Day 10.03.24  World Book Day 07.03.24  Easter Celebration 31.03.24  Caterpillars</p>	<p>Village walks  Eid Ul Fitr 08/09.04.24</p>	<p>Special building of worship visit linked to RE  Father's Day 16.06.24  Sports day</p>
<p><b>Parental Events</b></p>	<p>Meet the staff  Harvest Festival / crafts  Love Reading Workshops</p>	<p>Parents Evening  School fair  Nativity performance</p>	<p>Valentine's Family Time/Crafts</p>	<p>Parents Evening  Mini beast workshop</p>	<p>Love Maths Workshops</p>	<p>School fair  Sports day  Parents Evening  School report</p>

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Prime Areas						
General Themes	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
<p><b>Communication and Language Educational Programme</b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, and singing, speech and language interventions.</p> <p>Daily story time using high quality texts.</p>					
<p><b>Listening and attention</b></p>	<p>Follow simple instructions with one or two parts</p> <p>May indicate two channelled attention. Can listen and do for a short period</p>	<p>Listens to and responds to stories</p> <p>Joins in with familiar songs and rhymes</p>	<p>Ask questions to find out more and to check their understanding</p> <p>Asks how and why questions</p>	<p>Listens to and engages in discussions about selected non-fiction books</p>	<p>Can follow a story without pictures or props</p>	<p>Can hold a back and forth conversation</p>

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		Can follow two part instructions reliably	Learns rhymes, poems and songs  Engages in non-fiction books	Listens to and responds to the ideas of others		
<b>Understanding</b>	They show an interest in the lives of other people	Understand how to listen carefully and why listening is important  Begins to retell stories		Ask questions to find out more	Beginning to understand humour, nonsense rhymes and jokes	Understands a range of complex sentences  Understands who, why, how where and when questions  Listens and responds to ideas expressed by others in conversation or discussion
<b>Speaking</b>	Children talking about experiences that are familiar to them  Children talk about their family	Extends vocabulary by grouping and naming words, exploring the meaning of new words	Retell a story with story language  Remember key points from a story	Articulate a life cycle  Articulates ideas and thoughts into sentences	Begins to describe in more detail using descriptive language	Talk about similarities and differences  Talks about their past experiences

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	<p>routines and special occasions</p> <p>Explores the meaning and sounds of new words</p> <p>Begins to remember some topic specific vocabulary such as hibernation, nocturnal and burrow</p>	<p>Use some story language</p> <p>Takes part in discussions</p> <p>In conversations sticks to the main topic, theme or intention</p>	<p>Describes key events</p> <p>Makes predictions</p> <p>Uses language to imagine and recreate roles and experiences</p>	<p>Offer explanations for why things might happen</p>	<p>Talks about significant past events within their local community</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Recites some familiar rhymes, poems and songs</p> <p>Can use full sentences when talking, using past, present and future tenses</p> <p>Can use conjunctions to connect their ideas</p>
<p><b>Early Learning Goals</b></p>	<p><b><u>Listening, Attention and Understanding ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>Speaking ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					

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<p><b>Links to Year 1</b></p> <p><b>National Curriculum Objectives</b></p>	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and peers.</li><li>• Ask relevant questions to extend their understanding and knowledge.</li><li>• Use relevant strategies to build their vocabulary.</li><li>• Articulate and justify answers, arguments and opinions.</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</li><li>• Speak audibly and fluently with an increasing command of standard English.</li><li>• Participate in discussion, presentations, performances, role play, improvisations and debates.</li><li>• Gain, maintain and monitor the interest of the listener(s).</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li><li>• Select and use appropriate registers for effective communication.</li></ul>
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General Themes	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
<b>Personal, Social and Emotional Development</b> <b>Educational Programme</b>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p><b>Jigsaw – Being Me in my World</b></p> <ol style="list-style-type: none"> <li>1. Helping others to feel welcome</li> <li>2. Try to make our community a better place</li> <li>3. Thinking about everyone’s right to learn</li> </ol>	<p><b>Jigsaw – Celebrating Difference</b></p> <ol style="list-style-type: none"> <li>1. Accept that everyone is different</li> <li>2. Include others when working and playing</li> <li>3. Know how to help if someone is being bullied</li> </ol>	<p><b>Jigsaw – Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>1. Stay motivated when doing something challenging</li> <li>2. Keep trying even when it is difficult</li> <li>3. Work well with a partner or in a group</li> </ol>	<p><b>Jigsaw – Healthy Me</b></p> <ol style="list-style-type: none"> <li>1. Have made a healthy choice</li> <li>2. Have eaten a healthy, balanced diet</li> <li>3. Have been physically active</li> <li>4. Have tried to keep</li> </ol>	<p><b>Jigsaw – relationships</b></p> <ol style="list-style-type: none"> <li>1. Know how to make friends</li> <li>2. Try to solve friendship problems when they occur</li> <li>3. Help others to feel part of a group</li> </ol>	<p><b>Jigsaw – Changing Me</b></p> <ol style="list-style-type: none"> <li>1. Understand that everyone is unique and special</li> <li>2. Can express how they feel when change happens</li> <li>3. Understand and respect the changes</li> </ol>

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	<ul style="list-style-type: none"> <li>4. Care about others' feelings</li> <li>5. Working well with others</li> <li>6. Choose to follow the learning charter</li> </ul>	<ul style="list-style-type: none"> <li>4. Try to solve problems</li> <li>5. Use kind words</li> <li>6. Know how to give and receive compliments</li> </ul>	<ul style="list-style-type: none"> <li>4. Having a positive attitude</li> <li>5. Help others to achieve their goals</li> <li>6. Are working hard to achieve their own dreams and goals</li> </ul>	<ul style="list-style-type: none"> <li>themselves and others safe</li> <li>5. Know how to be a good friend and enjoy healthy friendships</li> <li>6. Know how to keep calm and deal with difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>4. Show respect in how they treat others</li> <li>5. Know how to help themselves and others when they feel upset and hurt</li> <li>6. Know and show what makes a good relationship</li> </ul>	<ul style="list-style-type: none"> <li>that they see in themselves</li> <li>4. Understand and respect the changes they see in other people</li> <li>5. Know how to ask for help if they are worried about changed</li> <li>6. Are looking forward to change</li> </ul>
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<p><b>British Values</b></p>	<p><b>Mutual respect</b></p> <p>We are all unique.</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Done through celebrations</p>	<p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p> <p>Class rules</p>	<p><b>Individual liberty</b></p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different</p>	<p><b>Democracy</b></p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p><b>Making relationships</b></p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their</p>	<p>Develops particular friendships with other children, which help them to understand different points of view and to</p>	<p>Is increasingly flexible and cooperative as they are more able to understand other peoples'</p>	<p>Is increasingly skilled and will take steps to resolve conflicts with other children by negotiating and</p>	<p>Uses a familiar adult to gain emotional support and practical help in difficult situations</p>	<p>Is proactive in seeking adult support and is able to articulate their wants and needs</p>

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	play and relationships with others	challenge their and others' thinking	needs, wants and behaviours	finding a compromise, sometimes with support		
<b>Sense of Self</b>	Recognises that they belong to different communities and social groups, communicates freely about home and school	Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination	Shows confidence in speaking to others about their own needs, wants, interests and opinions	Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms	Has a clear idea about what they want to do in their play and how they want to go about it	Shows confidence in choosing resources and perseverance in carrying out a chosen activity
<b>Understanding emotions</b>	Understands their own and other people's feelings offering empathy and comfort	Talks about their own and other's feelings and behaviours and its consequences	Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact others	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	Seeks support and practical help in new or challenging situations  Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Seeks ways to manage conflict, for example through holding back, sharing, negotiating and compromise
<b>Early Learning Goals</b>	<p><b><u>Self-Regulation ELG</u></b> Children at the expected level of development will:</p>					

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	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b><u>Managing Self ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> </ul> <p><b><u>Building Relationships ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>
<p><b>Links to Year 1</b></p> <p><b>National Curriculum Objectives</b></p>	<p>Use statements from Jigsaw scheme of work.</p>

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General Themes	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
Physical development – Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives <sup>7</sup> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<u>Health and self-care</u>	Eats a healthy range of food stuffs and understands the need for a variety of food	Describes a range of food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures	Describes physical change to the body that can occur when feeling unwell, anxious, tired, angry or sad  Shows understanding of how to transport and store equipment safely	Usually dry and clean throughout the day  Shows some understanding of good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health	Shows understanding of the need for safety when talking new challenges and considers and manages some risks by taking independent action or by giving a verbal warning to others	Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience

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<p><b><u>Fine motor</u></b></p> <p>Daily opportunities for Fine Motor activities</p> <p>See Scribble Document for stages of drawing. Assessment of drawing, name writing and cutting skills each term. Display in classroom.</p>	<p>Uses simple tools to effect change to materials</p> <p>Manipulate objects with increasing skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Takes shoes off and puts them on</p> <p>Puts on their own coats and zips up</p> <p>Begins to form letters</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>Develop muscle tone to put pencil pressure on to paper</p> <p>Show preference for dominant hand</p>	<p>Begins to use anticlockwise movements and retrace vertical lines</p> <p>Begin to form letters correctly</p> <p>Draws freely</p>	<p>Hold pencil effectively with comfortable grip</p> <p>Forms some recognisable letters, particularly those from their name</p>	<p>Use one hand consistently for fine motor tasks</p> <p>Develops an ability to effectively use a range of one-handed tools</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Holds a pencil using a tripod grip</p> <p>Demonstrates increasing accuracy and care when drawing</p>
<p><b><u>Gross motor</u></b></p>	<p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such</p>	<p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.</p>	<p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or</p>

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<p><b><u>Weekly PE session</u></b></p>	<p>as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p>					<p>changing direction to avoid obstacles</p>
	<p><b><u>Fundamental movement and skills</u></b></p> <p>Finding a safe space</p> <p>Listens and responds to commands</p> <p>Uses and shares equipment</p> <p>Works individually, with a partner and/ or a group.</p> <p>Develop fundamental movement skills such as running, jumping, changing direction and skipping.</p>	<p><b><u>Dance</u></b></p> <p>Responds to music through movement</p> <p>Move with appropriate actions and timing in response to music</p> <p>Develop control as movements such as skip, stretch and twist</p> <p>Moves forwards, backwards and sideways</p> <p>Copies a teacher/ performer</p> <p>Performs actions slowly, quickly,</p>	<p><b><u>Gymnastics</u></b></p> <p>Using a variety of equipment</p> <p>Develop basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling</p> <p>Develops an awareness of space and how to use it safely and perform basic skills on both floor and apparatus</p> <p>Copy, create, remember and repeat short sequences</p> <p>Begin to understand using levels and directions when travelling and balancing</p> <p>Can suggest how to improve a movement or a sequence</p>	<p><b><u>Games</u></b></p> <p>Becomes a competent mover by demonstrating great control over their bodies</p> <p>Controls balls of various sizes and shapes, such as bounce and catch, throw and catch and roll</p> <p>Begins to join actions together such as throw then move</p> <p>Learns how to score and play by the rules</p>	<p><b><u>Athletics</u></b></p> <p><b>Running</b></p> <p>Changes dynamics – walk slowly or quickly</p> <p>Moves with control and co-ordination</p> <p>Combines basic actions with more spatial awareness</p> <p><b>Jumping</b></p> <p>Explores basic jumps with increasing control</p> <p>Challenges themselves to jump further/ higher</p> <p><b>Throwing</b></p>	



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		<p>smoothly and jerkily</p> <p>Begins to use own ideas to sequence a dance</p>		<p>Can take turns and understands what a team is, as well as learning how to behave when winning and losing</p> <p>Makes simple decisions about when and where to move during a game</p>	<p>Handles equipment safely</p> <p>Performs basic actions using equipment such as rolling, underarm throwing and throwing to a target</p>
<p><b>OPPORTUNITIES IN CONTINUOUS PROVISION;</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>					

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<p><b>Early Learning Goal</b></p>	<p><b>Gross Motor Skills ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills ELG</b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Links to Year 1 National Curriculum Objectives</b></p>	<p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns</li> </ul>

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Specific Areas						
Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
Literacy Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension	Show a preference for a book, song or rhyme.  Retell some familiar stories.	Talk about key events and characters in a story read to me.  Join in with rhymes and stories. Fill in missing words from well-known rhymes	Shows interest and can answer simple questions about the text  Describes key events and principal	Recalls simple facts from non-fiction texts  Demonstrate understanding when talking about what they have read	Can explain what they have read or what has been read to them  Can talk about the illustrations in a story	Uses vocabulary they have learnt when talking about non-fiction books  Use recently introduced vocabulary in the play and daily conversations.

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			characters in detail	Say what might happen next linked to other similar stories	Can retell simple stories	
<b>Word reading</b>	<p>Hear and say the initial sound in words</p> <p>Orally segment the sounds in words</p> <p>Orally blend sounds to say a word</p> <p>Say the sound for some familiar letter (m for mam, d for dad, letters from their name)</p>	<p>Continues a rhyming string</p> <p>Match most single letter sounds to the grapheme and say the sound when written down.</p> <p>Blend sounds to read CVC words</p> <p>Read tricky words introduced so far</p> <p>Begin to read captions and simple sentences</p>	Match all Phase 2 single letter and digraph sounds to the graphemes and say the sound when written down	Read captions and simple sentences using known sounds and digraphs	<p>Match all Phase 3 digraph sounds to the graphemes and say the sound when written down</p> <p>Read captions and simple sentences using known sounds and digraphs</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELGG – Word reading)</p>

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Little Wandle	<p><u>Phase 2 Graphemes</u></p> <p>s,a,t,p,i,n,m,d,g, o,c,k,ck,e,u,r,h,b,f,l</p> <p><u>Tricky words</u></p> <p>I, is, and, the</p>	<p><u>Phase 2 Graphemes</u></p> <p>ff,ll,ss,j,v,w,x,y,z,zz,qu, ch,sh, th, ng, nk</p> <p><u>Tricky words</u></p> <p>Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me and be</p> <p>Words with -s/s/ added at the end (hats, sits)</p> <p>Words ending in s/z/ (his) and with - s/z/added at the end (bags/ sings)</p>	<p><u>Phase 3 Graphemes</u></p> <p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air and er</p> <p>Words with double letters</p> <p>Longer words</p> <p><u>Tricky words</u></p> <p>Was, you, they, my, by, all, are, sure and pure</p>	<p><u>Phase 3 Graphemes</u></p> <p>Review phase 3</p> <p>Words with double letters</p> <p>Longer words</p> <p>Words with 2 or more diagraphs, words ending in -ing, compound words</p> <p>Words with s/z/ in the middle</p> <p>Words with - s/s/z/ at the end</p> <p>Words with - es/z/ at the end</p> <p><u>Tricky words</u></p> <p>Review all taught so far</p>	<p><u>Phase 4 Graphemes</u></p> <p>Short vowels with adjacent consonants</p> <p>CVCC, CCVC, CCVCC, CCCVC and CCCVCC</p> <p>Longer words and compound words</p> <p>Words ending in suffixes: - ing, -ed/ t/, - ed/id/ed/, -est</p> <p><u>Tricky words</u></p> <p>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out and today</p>	<p><u>Phase 4 Graphemes</u></p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>CVCC, CCVC, CCCVC, CCV, CCVCC,</p> <p>Words ending in suffixes: ing, -ed/ t/, -ed/id/ed/, -est, -ed/d/-er</p> <p>Longer words</p> <p><u>Tricky words</u></p> <p>Review all taught so far</p>
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<p><b>Writing</b></p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing, writing initial sounds. Writing labels.</p> <p>Writing for a purpose in role play</p>	<p>Name writing, labelling, , retelling stories, letter writing</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists.</p>	<p>Writing captions and labels, writing simple sentences.</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Non fiction, story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description.</p>
<p><b>Early Learning Goal</b></p>	<p><b><u>Comprehension ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b><u>Word Reading ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Writing ELG</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					

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### Links to Year 1

**Comprehension** Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;
- being encouraged to link what they read or hear to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems, and to recite some by heart;
- discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher;
  - checking that the text makes sense to them as they read and correcting inaccurate reading;
  - discussing the significance of the title and events;
  - making inferences on the basis of what is being said and done;
  - predicting what might happen on the basis of what has been read so far;
  - participating in discussions about what is read to them, taking turns and listening to what others say;
  - explaining clearly their understanding of what is read to them

### **Reading**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
  - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
  - Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
  - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
  - Read other words of more than one syllable that contain taught GPCs.
  - Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
  - Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
    - Re-read these books to build up fluency and confidence in word reading.

**Writing - Spelling** Children should be taught to spell:

- words containing each of the 40+ phonemes already taught;
- Common exception words;

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- days of the week.

Children should be taught to:

- name the letters of the alphabet in order;

- use letter names to distinguish between alternative spellings of the same sound;
- apply simple spelling rules;
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
- use the prefix un;
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

**Composition** Write sentences by:

- saying out loud what they are going to write about;

- composing a sentence orally before writing it;
- sequencing sentences to form short narratives;
- re-reading what they have written to check that it makes sense.

As well as:

- discuss what they have written with the teacher or other pupils;

- read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary, Grammar and Punctuation

Children should develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words;

- joining words and joining clauses using and;
- beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;
- using capital letter for names of people, places, the days of the week, and the personal pronoun I.

### **Grammar**

#### **Words**

- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.

**Sentences** • How words can combine to make sentences.

- Joining words and joining clauses using 'and'. Text
- Sequencing sentences to form short narratives. Punctuation
- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.



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**Handwriting**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Mathematics						
<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>General Themes</u>	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
<u>Mathematics Educational Programmes</u>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					

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<p><b>White Rose Maths Schemes of work</b></p>	<p>Getting to know you (2 weeks)</p> <p>Block 1 - Match, Sort and Compare (2 weeks)</p> <p>Block 2 - Talk about Measures and Patterns (2 weeks)</p>	<p>Block 3 - It's Me 1 2 3 (2 weeks)</p> <p>Block 4 - Circles and Triangles (1 week)</p> <p>Block 5 - 1, 2, 3, 4, 5 (2 weeks)</p> <p>Block 6 – Shapes with 4 sides (1 week)</p>	<p>Block 1 - Alive in 5! (2 weeks)</p> <p>Block 2 – Mass and Capacity (1 week)</p> <p>Block 3 – Growing 6, 7, 8 (2 weeks)</p>	<p>Block 4 – Length, Height and Time (2 week)</p> <p>Block 5 – Building 9 and 10 (3 weeks)</p> <p>Block 6 – Explore 3D shapes (2 weeks)</p>	<p>Block 1 - To 20 and Beyond (2 weeks)</p> <p>Block 2 – How many now? (1 week)</p> <p>Block 3 – Manipulate, Compose and Decompose (2 weeks)</p>	<p>Block 4 – Sharing and Grouping (2 weeks)</p> <p>Block 5 – Visualise, Build and Map (3 weeks)</p> <p>Block 6 – Make Connections (1 week)</p>
<p><b>Early Learning Goal</b></p>	<p><b><u>Number ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b><u>Numerical Patterns ELG</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					

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<p><b>Links to Year</b> <b>1</b></p>	<p><b>Number and Place Value</b> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <ul style="list-style-type: none"> <li>• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>• Given a number, identify one more and one less.</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• Read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b>Addition and Subtraction</b> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20.</p> <ul style="list-style-type: none"> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = [] - 9</math>.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p><b>Measurement</b> Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• lengths and heights (long/short, longer/shorter, tall/short, double/half)</li> <li>• mass or weight (heavy/light, heavier than, lighter than)</li> <li>• capacity/volume (full/empty, more than, less than, quarter)</li> <li>• time (quicker, slower, earlier, later)</li> </ul> <p>Measure and begin to record:</p> <ul style="list-style-type: none"> <li>• lengths and heights</li> <li>• mass/weight</li> <li>• capacity and volume</li> <li>• time (hours, minutes, seconds)</li> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b>Position and Direction</b> • Describe position, directions and movements, including half, quarter and three-quarter turns. Shape</p>
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- Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).

Understanding the World						
<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>General Themes</u>	Into the Woods	Sky Full of Stars	Are We There Yet?	Animal Kingdom	Dream Big	Dream Big Cont...
<u>Understanding the World Educational Programmes</u>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
<u>Understanding the World Science</u>	Developing Experts unit – Our Body (6 lessons)  Developing Experts unit – Weather (All about rain, ice)	Developing Experts unit – Space (2 lessons)  Developing Experts unit – Health and Safety (3 weeks)  Developing Experts unit – Weather (What	Developing Experts unit – Food (7 lessons including Diwali and Easter)  Developing Experts unit – Machines (3 lessons)	Developing Experts unit – Animals (5 lessons)  Developing Experts unit – Weather (Why does the air	Developing Experts unit – Our Senses (4 lessons)  Developing Experts unit – Weather (What happens in Spring and Summer – 1 lesson)	Developing Experts unit – Forces (2 lessons)  Developing Experts unit – The Beach (3 lessons)  Developing Experts unit – Plants (3 lessons)

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	and water - 1 lesson)	happens in Autumn and Winter)		move? – 1 lesson)	Developing Experts unit – Weather (How are rainbows formed – 1 lesson)	
<b>Early Learning Goal (Linked to Science)</b>	<p><b><u>The Natural World ELG</u></b>  Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>Links to Year 1</b>	<p><b><u>Working Scientifically</u></b> During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment.</li> <li>• Performing simple tests.</li> <li>• Identifying and classifying.</li> <li>• Using their observations and ideas to suggest answers to questions.</li> <li>• Gathering and recording data to help in answering questions.</li> </ul> <p><b><u>Plants</u></b> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals, Including Humans</li> <li>• Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Everyday Materials</p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal Change</li> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>					
<p><b>Understanding the World</b> <b>History</b></p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Talk about the lives of the people around them and their roles in society.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
<p><b>Understanding the World</b> <b>Geography</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories and maps. Know some similarities and</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories,</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>

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	<p>and maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>non-fiction texts and maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>fiction texts and maps.</p>	<p>maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>fiction texts and – when appropriate – maps.</p>
<p><b>Early Learning Goals (Linked to History and Geography)</b></p>	<p><b>Past and Present ELG</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p><b>People Culture and Communities ELG</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</li> </ul>					

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<p><b>Links to Year 1 History</b></p>	<p><b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)</li> <li>• Significant historical events, people, places in their own locality</li> </ul>
<p><b>Links to Year 1 Geography</b></p>	<p><b>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</b></p> <p><b>Locational Knowledge</b> • Name and locate the world’s seven continents and five oceans.</p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place Knowledge</b> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p> <p><b>Human and Physical Knowledge</b> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use basic geographical vocabulary to refer to: • Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>Use basic geographical vocabulary to refer to:</b> • Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical Skills and Fieldwork</b> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>



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	map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
<b>Understanding the World (Link to RE)</b>	Let's find out about Harvest in a Church.	Let's find out about Diwali.  Let's find out about the Christmas story.  Let's find out about Christmas celebrations in churches.	Let's find out about Holy Books.	Let's find out about Easter celebrations.	Let's hear some stories Jesus told.	Let's find out about special building and worship there.
<b>Early Learning Goals (RE)</b>	<p><b>Past and Present ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul> <p><b>People Culture and Communities ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</li> </ul>					
<b>Links to Year 1</b>						

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Poetry / Rhymes	Poetry Box Autumn		Poetry Box Spring		Poetry Box Summer	
<b>Expressive Arts and Design</b>  <b>Educational Programmes</b>	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<b>Art</b>	Art and Design Kapow Unit – Drawing – Marvellous Marks – Self Portraits (6 lessons)  Art and Design Kapow Unit – Seasonal – Autumn Crafts – Nature Wreaths (1 lesson)	<u>Ideas for continuous provision</u>  Shape work using printing  Paint a starry night picture in the style of Van Gough	<u>Ideas for continuous provision</u>  Continue printing work using different objects and techniques to create different effects.	Art and Design Kapow Unit – Craft and Design - Let’s Get Crafty (6 lessons)  Art and Design Kapow Unit – Seasonal – Easter Crafts – Cardboard threading (1 lesson)	Art and Design Kapow Unit – Painting – Paint my world (6 lessons)	<u>Ideas for continuous provision</u>  Observation drawing and painting flower pictures in the style of Monet.
<b>Artist Studies</b>	Frida Kahlo – Self Portraits	Kandinsky – Linked to shape work in Maths  Starry Night – Vincent Van Gogh	Jackson Pollock – Splatter painting	Henri Matisse - Snail  Damien Hurst – butterflies	Pit artist – Norman Cornish  Alma Thomas – Colour and pattern	Monet – Flowers linked to Science topic Plants

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	Andy Goldsworthy – natural materials		Andy Warhol - Printing			McKenzie Thorpe - Sculptures
<b>DT</b>	<u>Ideas for continuous provision</u> Junk modelling	Design and Technology Kapow Unit – Cooking and nutrition – Pumpkin Soup (6 lessons)  Design and Technology Kapow Unit – Christmas Crafts – Santa Chimney (1 lessons)	Design and Technology Kapow Unit – Structures – Boats (6 lessons)  Design and Technology Kapow Unit – Spring Crafts – Flower threading (1 lesson)	<u>Ideas for continuous provision</u> Make animal masks	<u>Ideas for continuous provision</u> Design and build castles	Design and Technology Kapow Unit – Structures – Boats (6 lessons)  Design and Technology Kapow Unit – Summer Crafts – Rainbow salad (1 lesson)
<b>Music</b>	Getting to know class and their interests in music, singing nursery rhymes and familiar songs together.	<u>Celebration music</u> (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	<u>Exploring sound</u> (5 lessons) Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment	<u>Music and movement</u> (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<u>Musical stories</u> (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters	<u>Big band</u> (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

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<p><b>Mark Making/ Drawing</b></p>	<p>Show different emotions in their drawing e.g. happiness, sadness. Draw with increasing detail, such as using circles, lines and other marks</p>	<p>Observational drawing – Pumpkins/ Poppies Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Prop making – design and draw their own puppets or props to retell stories</p>	<p>Observational drawing – Daffodils  Draw with increasing complexity and detail.</p>	<p>Making accurate representations – include key features.</p>	<p>Produce more detailed work and say what they have included and techniques use.</p>
<p><b>Colour, painting and printing</b></p>	<p>Recognise and name colours  printing with sponges and rollers, shapes.  Printing simple repeating patterns. Recognise patterns in the environment</p>	<p>Explore colours in nature, including light and dark. Looking at how colours can be changed and applied in their own work – Andy Goldsworthy.  Printing with natural objects/food e.g. leaves, pine cones.</p>	<p>Chose a particular colour for a purpose.</p>	<p>Explore shades of colour and how to make different shades.  symmetrical printing - butterflies as inspiration.</p>	<p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.</p>	<p>Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p>
<p><b>Textiles/ materials</b></p>	<p>Junk modelling with different materials. Junk modelling will continue to be offered in</p>	<p>How different materials/textures feel and explore freely e.g. malleable, fabrics, natural</p>	<p>Collage – materials and colours  Explore a range of techniques to improve their work such as folding,</p>	<p>Weaving (natural and manmade materials)</p>	<p>Use a range of tools and materials to join materials together</p>	<p>Understand the purpose of different textiles/materials. e.g. waterproof.</p>

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	continuous provision.		fringing and curling.			
<b>Cutting</b> <b>Scissor skills assessed termly as part of Scribble Matters assessment</b>	Use scissors safely to make snips in paper.	Begins to use scissors to cut in straight and curved line.	Cut zig-zag shapes into paper.	Use scissors for a particular purpose.	Use scissors to cut shapes.	Uses scissors safely and independently when combining different media and materials.
<b>Being Imaginative</b> <b>Children to vote a role play area each half term</b>	Take part in imaginative, pretend play often based on familiar experiences. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small world or role-play.		Retell parts of familiar stories through use of puppets, toys, masks or small world. Create more complex narratives in their pretend play, building on the contributions of their peers.		Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.	
<b>Early Learning Goal</b>	<p><b>Creating with Materials ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>
<p><b>Links to Year 1</b></p> <p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<p><b>Links to Year 1</b></p> <p><b>DT</b></p>	<p><b>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</b></p> <p><b>Design</b> • Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate</b> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.</p> <p><b>Technical Knowledge</b> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</p> <p><b>Cooking and Nutrition</b> • Use the basic principles of a healthy and varied diet. • Understand where food comes from</p>
<p><b>Links to Year 1</b></p> <p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>

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	<b>BAME main characters</b>	<b>Cultural diversity</b>	<b>Neurodiversity</b>	<b>physical disabilities</b>	<b>Different families</b>
<b>A Diverse Curriculum</b> Possible texts to cover throughout the year.	Lubna and Pebble So much Astro Girl Baby goes to market Jabari jumps Little people big dreams books	My world, your world The big book of families Maisie’s scrapbook Golden domes and silver lanterns	Perfectly Norman Incredible you I see things differently The unbudgeable curmudgeon	Don’t call me special Its ok to be different When Charlie met emma Millie gets her super ears	The Scarecrows Wedding The girl with two dads My pirate mums My two grandads The girl with two dads We are family More people to love me

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